

February 13, 2014

2012-2013 Statewide Highly Qualified Teacher (HQT), Emergency License and Professional Qualifications Data

The federal No Child Left Behind Act (NCLBA) requires that all public school teachers of “core” academic subjects meet the “highly qualified teacher” (HQT) requirements of the Act.

Under NCLBA educators of “core” subjects must be properly licensed and endorsed for the subjects and instructional levels they teach, and have the required content knowledge for the endorsement they are using in the assignment. The law also requires that schools receiving federal Title I funds notify parents when their child is being taught a “core” subject by a teacher who has not yet met the federal requirements.

The Vermont Agency of Education determines the HQT status of educators for their assignments both statewide and school-by-school. Please see the chart below for Vermont’s 2012-2013 statewide Highly Qualified Teacher (HQT) and emergency license data.

Here are some key points to keep in mind when reviewing statewide and local data:

- **Highly Qualified Teacher requirements pertain only to teachers of “core academic subjects” as defined by NCLBA.** These are English language arts (including English as a Second Language), math, science, social studies, reading, foreign languages, art, music, and the generalist endorsement areas of elementary and early childhood education (grades K-3 only). In addition, special educators who provide primary instruction in one or more of these “core” content areas are subject to HQT requirements, as are teachers of core subjects in alternative education programs.
- **There are a number of reasons why a class might be taught by an educator who is not HQT for his or her assignment.** These reasons include teaching under an emergency license, not yet meeting the testing or content knowledge requirements to be HQT for the assignment, or being assigned to teach a grade level or subject area that is outside of the parameters of the educator’s current license and endorsements.
- **Emergency license figures include educators of all subjects, not just “core” subjects as defined above. However, they do not include administrators or student support personnel (e.g., guidance counselors, nurses) working under emergency licenses.**
- **In any instance where a class is taught by an educator that is not HQT for an assignment, an individual plan is in place for the class to become so with the support of the school administration. And if the school involved receives Title I funds, individual letters must be sent to the parents of the affected students, notifying them of the situation.**
- **The data that is being reported is from the 2012-2013 school year. 2013-2014 school year data will be available next spring.**
- **In small schools, the percentages of educators who are HQT for their assignments may fluctuate significantly year to year because of the small number of classes and teachers.**



For more information on the Highly Qualified Teacher Requirements, visit
<http://education.vermont.gov/new/html/licensing/hqt.html>.

2012-2013 STATEWIDE HQT, EMERGENCY LICENSURE AND PROFESSIONAL QUALIFICATIONS DATA

School Type	Core classes taught by NOT Highly Qualified teacher/total classes	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
All Schools in State	420/17,021	2.5%
Elementary Level	63/4,002	1.6%
Secondary Level	357/13,019	2.7%

School Type	Core classes taught by NOT Highly Qualified teacher/total classes	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High-Poverty Schools	50/1,694	3.0%
Low-Poverty Schools	31/1,556	2.0%
Secondary Level		
High-Poverty Schools	32/974	3.3%
Low-Poverty Schools	87/3,772	2.3%

Percentage of Public Elementary and Secondary School Teachers in the State with Emergency Certification	26/8,779	0.3%
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Percentage of Public Elementary and Secondary School Teachers in the State who hold Level II Professional Educator Licenses (i.e. have 3 or more years of experience) or equivalent	7,007/8,779	79.8%
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Notes:

1. "Percent of Students Eligible for Free and Reduced Price School Meals 2012-2013" data is used as poverty measure (data gathered at the school level.)
2. High-Poverty/ Low-Poverty is calculated from the upper and lower quartiles of the poverty measure.
3. 1.4% of total core area classes were excluded from the poverty analysis because poverty data was not available.

